

LD Eligibility Manual Task Force Meeting September 26, 2007

Attendance

Carol Massanari – MPRRC
Melina Alexander – Weber
Lisa Arbogast – USOE
Wendy Carver – USOE
Dave Forbush – Cache
Glenna Gallo – USOE
Janet Gibbs – USOE
Jennie Gibson – Utah Parent Center
Nan Gray – USOE
Kelli Kercher – Murray
Carol Murphy – Disability Law Center
Deb Spark – Granite
Tanya Toles – Alpine
Jake Zollinger – Murray

Introductory Conversation

- Practices that need to be in place:
 - High quality evidence-based instruction
 - Universal Screening/ Benchmarking
 - A practice of multiple-levels of intensity in terms of instruction
 - System of Progress Monitoring in place
 - Use of progress monitoring data and decision rules for instructional decision making
 - Assessments of fidelity
 - Parents are informed
- System supports that need to be in place:
 - Collaborative Team decision making based on data
 - Data Management system
 - Standards-based Core Curriculum
 - Ongoing Professional Development
 - Written procedures that outline decision rules

How does RtI compare with pre-referral process?

- Pre-referral was a good beginning step towards RtI.
- RtI is more focused.
- RtI is not about accommodations, but about instruction.
- RtI will involve everyone, not just special education.
- Moves thinking from “How can I do this to get them into Special Education” to “What can I do to help my students?”

- Focus shifts from intervention to instruction.
- Support for students starts as soon as an issue is recognized. This is good for parents.

Why use RtI for identification of LD or any disability identification?

- Currently, there is a lot of time spent testing kids who are not LD. We need a better process that is more time efficient.
- Discrepancy model does not provide a total picture of the kid.

What is it we want to accomplish or “fix” with our LD identification procedures?

- Bring more problem solving and thought to the process by using more data sources.
- Provide strategies for focusing on instructional data and using that data to make instructional decisions.
- Provide greater support to the instructional process.
- Move from an automatic evaluation process to one that requires more thought and is still transparent to all.
- Allow other persons in the evaluation team to have more meaningful input.
- Better use of professionals such as school principals.
- Increase efficiency in the identification process.
- Create an ability to address the question of lack of instruction as a disclaimer.
- Have earlier, more systematic parent involvement.
- Get rid of the thinking “Wait to fail”.
- Get rid of the thinking “If special education is not involved, the student won’t get help”.
- Get more help to the general education classroom.
- Reduce the isolation of special education or the separation and increase accountability to focus on effective instruction across the board.
- Reduce some of the stigma associated in pullout.

LD Identification Conversation

Using small group and large group combination, generate a set of principles to guide the development of UT procedures.

- ***Identification procedures should ensure consistency to the maximum degree possible.***
 - Consistency – within state, within district, nationally
- ***Assurances of fidelity must be included.***
 - Fidelity of instructional/intervention practices
- ***The LD identification process should be efficient, focused, and clear based on the existing tiered models.***
 - Consistency with current practice (tiered literacy model)

- Maximize efficiency and efficacy of evaluation
 - Simple – simple identification system to evaluate and identify. Simple to follow and explain and focuses on students needs.
- ***Determination must be based on comprehensive evaluation data from multiple sources.***
 - Comprehensive Evaluation
 - Multiple Data Sources – Identify sources for data collection. Identify questions about a lack of responsiveness; then look for possible answers/solutions.
 - Comprehensive Evaluation – Multiple sources, multiple environments, multiple domains
- ***Implementation of procedures must be accompanied by ongoing professional development available to all.***
 - Training – Training system to address core values. Modeling, coaching, shaping, supporting. Ongoing
 - Provide for needs of professionals and to others who work within this structure – teachers, parents, principals, psych/SLP, others
- ***Determination must be sensitive and responsive to potential legal issues and ramifications.***
 - Child Find? – System include Child Find process
 - RtI for eligibility and Discipline? – How will this be addressed?
- ***Decisions must be based on data specific to the child.***
 - Child Based Responsiveness – Ensuring the process stays focused on the students
 - Use of data to support decision making process – Progress monitoring, other data points
 - Data (Data based decision making throughout process) – Universal screening and on-going progress, monitoring for all students
- ***Procedures should foster collaboration across/within education and parents.***
 - Team – Multiple disciplinary participation
 - Parent Involvement – Input, Education/Understanding, Valued Involvement
 - Real Teams – General Ed and Sped truly work together, sharing resources for instruction and practices.
- ***Evaluation data should provide information that can be used for instructional decisions/implementation appropriate to the individual child.***
 - Sensitivity to over and under identification
 - No Misidentified – Focus resources on students who need them, look at RtI instructional practices to help all students
 - No Behind – It's not ok for systemic practices that allow students to fall behind.

- Access to resources that meet individual student needs.
- ***Procedures must be doable within existing resources while simultaneously influencing systems change.***

Defining the Content for the LD Procedural Guidelines

Review the table of contents and provide input/revisions based on discussion thus far.

- Table of Contents created before:
 - Acknowledgements
 - Introduction
 - Roles
 - Assessment
 - General Steps for Identification
 - FAQ
 - Glossary
- Target Audience:
 - LEA Implementers
 - Others – any interested party
- Parameters: Ensure access, readability, format
- Table of Contents Created today:
 - Acknowledgements
 - Introduction
 - Background (history, rationale)
 - Overview (holding place) of RtI
 - Purpose of document/rationale
 - State Rules – sections imbedded throughout the document, and as a whole in the appendix.
 - Referral/Child Find
 - Steps in making LD determination. Organized by methods (RtI, Discrepancy, and Combination).
 - Parent Involvement/Notification
 - Other Legal Considerations

Next Steps – Plan of Action

Develop a short action plan for getting each component developed and a final set of procedures drafted.

- Create an outline by cutting/pasting from other documents.
- Email out to subgroups a couple of times, and have them respond through track changes.
- Bring to a bigger group for a more intensive review. Meet again Jan. 23 9:00 – 4:00.
- List of other resources: